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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………………….** |

**UNIT 7: URBAN LIFE**

**Lesson 1.3: Pronunciation & Speaking (Pages 66 & 67)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- pronounce the /dʒ/ sound.

- talk about problems in a city and solutions to them.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- foster Ss’ patience and attention to detail for consistent practice and repetition to reinforce learning and build fluency.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| * Listen to the words and focus on the underlined letters. * Listen and circle the words you hear. * Take turns saying the words. * Practice the conversation. Swap roles and repeat. * Make two more conversations using the provided ideas. * In pairs, talk about problems and solutions. | * Ss’ performance. * Ss’ answers. * Ss’ performance. * Ss’ performance. * Ss’ answers/presentation. * Ss’ answers/presentation. | - Observation.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback. |

**4. Procedures**

**A. Warm-up: 5 minutes**

a. Objectives: to introduce the /dʒ/ sound in words.

b. Content: Word guessing game.

c. Expected outcomes: Ss can find out the target words.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **COMPETITION TIME: WORD GUESSING GAME**  - Create groups of 5 students.  - Instruct Ss to play the game.  - Demonstrate the game using an example.  - Check the group’s answers.  **Example:** Teacher says: a thing/structure that connects two places over a gap, like a river, a valley. People or vehicles cross from one side to the other safely.  1*. It's the sixth month of the year, usually when summer begins.*  *2. A place where people go to exercise and stay fit, often equipped with different equipment like weights.*  *3. Someone who listens to both sides of a story in a court and decides who is right or wrong.*  *4. A thick and sweet spread made from fruit, often eaten on bread or toast.*  *5. To give someone support or confidence to do something.*  *6. Crossing a busy road without looking is …………………..*  *7. A person who serves in the military and protects their country.*  *8. To make something different or to replace one thing with another.*  *9. The part of a machine that uses fuel or electricity to produce power and make things move, like in cars or trains.*  *10. very large or big in size, like a giant elephant or a massive building.* | * Form groups of 5 * Listen to the instructions. * Work in groups and write the answers.   - Write the answer: bridge  ***Answer Keys***  *1. June*  *2. Gym*  *3. Judge*  *4. Jam*  *5. Encourage*  *6. Dangerous*  *7. Soldier*  *8. Change*  *9. Engine*  *10. Huge* |

**B. New Lesson (35’)**

**1. Pronunciation (15’)**

a. Objectives: To help Ss practice stressing content words in a sentence.

b. Content: Tasks a, b, c and d.

c. Expected outcomes: Ss can improve their pronunciation by stressing content words in sentences.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **Focus on the /dʒ/ sound.**  - Explain the combination of the stop sound /d/ as in ‘*dog’* and the fricative sound /ʒ/ as in ‘*vision*’ to make an affricate sound /dʒ/ as in ‘*encourage*’.  - Explain what an affricate sound is.  *‘An affricate sound is a sound made by stopping the airstream and releasing it with an audible friction.’*  - Demonstrate how to pronounce the /dʒ/ sound.  - Have Ss repeat the sound. | - Listen and take notes.  - Listen and repeat the sound. |
| **Task b:** **Listen to the words and focus on the underlined letters.**  - Play the audio. Have Ss listen and notice the /dʒ/ sound.  - Have Ss listen and repeat the words.  *Encourage*  *Traffic jam* | - Listen and focus on the underlined letters.  - Listen and repeat the words. |
| **Task c:** **Listen and circle the words you hear.**  - Play the audio. Have Ss listen and circle the words they hear.  - Play the audio again and check answers as a whole class. | - Listen and choose the correct answer.  ***Answers:***   1. *Jerrry* 2. *Choice* 3. *Joke* |
| **Task d: Take turns saying the words in Task c. while your partner points to them.**  - Have some students read the words aloud.  - Give some feedback or correction. | - Practice saying the words with a partner.  - Read the words aloud. |

**2. Practice (10’)**

a. Objectives: To help Ss practice some words with the /dʒ/ sound in the conversation.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can pronounce some words with the /dʒ/ sound.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:** **In pairs: Practice the conversation Swap roles and repeat*.***  - Have Ss practice the conversation in pairs and swap roles.  - Have some pairs demonstrate the conversation in front of the class.  - Give feedback or any correction on their pronunciation. | - Practice the conversation with a partner and swap roles.  - Perform in front of the class. |
| **Task b:** **Make two more conversations using the ideas on the right.**  - Have Ss make two more conversations with other partners.  - Invite two pairs of Ss to perform in front of the class.  - Give feedback or any correction on their pronunciation. | - Make two more conversations with different partners.  - Perform in front of the class. |

**3. Speaking (10’)**

a. Objectives: To help Ss further practice their pronunciation and speaking skills.

b. Content: Tasks a and b.

c. Expected outcomes: Ss can talk about problems and solutions in city life.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a: Choose an event below that you experienced. In pairs: Student A, tell your partner about it. Talk about the context and what happened, then say if it's a problem in your city and give solutions to it. Student B, listen and ask questions.**    - Have Ss work in pairs and choose an event to talk about.  - Monitor the class and help them if necessary.  - Invite some pairs to perform in front of the class.  - Give feedback to encourage Ss. | - Work in pairs to talk about an event.  - Perform in front of the class.  ***Suggested answers:***  *A: You’ll never believe what happened to me today.*  *B: Oh, really. What happened?*  *A: I was walking to the grocery when there was a car accident at the intersection.*  *B: Was anyone hurt?*  *A: Luckily! no one injured. But there’s quite a bit damage to both cars.*  *B: How did you feel?*  *A: It’s scary. I think the city should do something about this intersection.*  *B: You’re right. Maybe they should reduce the speed limit in this area.* |
| **Task b: What other problems does your city have? How can the city fix them?**  - Have Ss work with a different partner and discuss other problems in the city and how to fix them.  - Monitor the class and help them if necessary.  - Elicit answers from some students. | - Discuss in pairs.  - Share their ideas with the class.  ***Suggested answer:***  *The pollution is bad. I think our city should plant more trees and build more parks*. |

**C. Consolidation and homework assignments (5’)**

* Practice the /dʒ/ sound.

1. Encourage

2. June

3. Gym

4. Judge

5. Dangerous

6. Soldier

7. Change

8. Engine

9. Huge

10. Traffic jam

* Do the writing exercise on page 39 - WB
* Prepare for the next lesson (Vocabulary & Listening - pages 68 & 69 - SB).
* Play the consolidation games on [www.eduhome.com.vn](http://www.eduhome.com.vn/)

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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